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ABSTRACT

The educational status and English proficiency of immigrants to Sweden at the end of their compulsory schooling was investigated. Questionnaires were completed by 26 schools in 10 Swedish cities regarding the problems associated with the study of English as a third language by immigrant students in the comprehensive school. Schools in districts with high proportions of immigrant students were questioned about the optimal timing for introducing English instruction, remedial instruction outside of class hours, teaching methods used, teacher language backgrounds, and subjective evaluations of how immigrant students succeed in English. The reponses indicate that (1) proficiency in Swedish is viewed as a prerequisite to success in English, (2) immigrants should not receive English instruction until grade 4, (3) remedial instruction is the best approach for helping recent arrivals, (4) most immigrant students reach a proficiency level comparable to that of monolingual Swedish students if they are given extra help, (5) beginners benefit from having a teacher who speaks their native language, and (6) in later grades immigrant students select the easier general curriculum to a slightly higher extent than do Swedish students. The questionnaire and supporting documents are appended. (Author/RW)

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Department of Educational Research
University of Gothenburg

The GUME/Tests Project Group

LEARNING A THIRD LANGUAGE

English as a school language for bilingual and multilingual pupils
A questionnaire report

by

Torsten Lindblad

Anita Lindblad

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Report No. 22
August, 1982

UNIVERSITY OF GOTHENBURG
DEPARTMENT OF EDUCATIONAL RESEARCH

SUMMARY
of research report

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Torsten Lindblad and Anita Lindblad

LEARNING A THIRD LANGUAGE

English as a school language for bilingual and multilingual pupils
A questionnaire report

Report No. 22
August, 1982

Within the project known as Language Tests and Educational Programme for Immigrant Children (in Swedish: *Språkprov och pedagogiskt åtgärdsprogram för invandrarelever, SPIN*) a study was carried out at the request of the National Board of Education concerning Immigrant Children and the Study of English as a Foreign Language. In this book, the answers to a questionnaire, sent out in the autumn of 1980 and responded to by twenty-six schools in ten Swedish cities, are reported on and discussed. This study is part of a large-scale NBE effort to answer a number of questions posed by the government concerning the educational situation of immigrant children in the Swedish comprehensive school.

Questions were asked about time-tabling problems, extra teaching outside of class hours, subjective evaluation of how immigrant children succeed in English, methods used and teachers involved.

Most schools seem to feel that English should not be started until grade 4 (thus not, as has been the case for most Swedish children, in grade 3), possibly later. Scheduling English for many classes and grades at a certain time of the day is considered a good way of catering for the needs of immigrant children with varying proficiency levels in English (they can form special groups or go to a class studying at an appropriate level). Extra teaching, individually or in small groups, seems to be the best way of helping those who have problems, mainly new arrivals and low-ability children. Special funds for this are asked for. With some extra help, most immigrant children are considered to reach a level comparable to that of monolingual Swedish pupils. The possible solutions of introducing English instead of French or German only in the last three years of the comprehensive school or of permitting immigrant pupils to leave grade 9 without having had any English are not subscribed to. A prerequisite for success in English is said to be a good command of Swedish. In grades 7-9, immigrant children take the easier ("general") course to a slightly higher extent than do Swedish pupils, but the differences among schools are great. It is felt that beginners benefit from having a teacher who knows their language and understands where problems might arise. "Home language teachers" therefore sometimes teach English. At higher levels, Swedish teachers are used, however. Most schools stress the importance of the teachers having a thorough knowledge of contrastive grammar. This point is enlarged upon in relation to literature in the field.

A study was also carried out in May, 1981, of standardized test results for monolingual Swedish and for bilingual immigrant children. This will be reported on in September, 1982.

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PREFACE

This report is a first account of the project entitled Immigrant Pupils and Their Study of English, IN-ENG, which forms part of the wider project Language Tests and Educational Programmes for Immigrant Pupils, SPIN. The tasks of the SPIN Project include the proposal of testing procedures concerning command of the so-called home language (mother tongue) and of Swedish as a second language and the framing of recommendations for the improvement of proficiency in the first two languages. IN-ENG entails, on behalf of the National Board of Education and by Government authorization, an investigation of the study of English of bilingual pupils. The report presented here describes a questionnaire survey conducted in the autumn of 1980. A final report, which will appear in August, 1982, will describe the standardized achievement test results of both monolingual Swedish pupils and bilingual pupils in grade 8, collected during the spring of 1981.

This report has been composed in such a way that the reader wishing to arrive at a swift appreciation of the survey findings can read the first three chapters - Background, Survey groups and Description of the Questionnaire - and then the fifth, Summary. The more detailed Description of results will be found in the fourth chapter, in which the answers are presented with reference to each single question.

I would like to thank all those who have helped in various ways to make this study possible. First and foremost my thanks are due to the chief education officers of the municipalities concerned and to the headmasters and directors of studies at the schools completing the questionnaire. Replying to all the various items in the questionnaire has often entailed a great deal of work. I would also like to express my appreciation of the posicive and stimulating

co-operation I have enjoyed with educational consultants Bror Andered and Bengt Djurstedt at the National Board of Education. My secretary Inga-Britt Holmgren used a summer month in converting the manuscript into a trim-looking report. I would also like to thank Gunnar Tingbjörn, Senior Lecturer at the Department of Swedish as a Second Language, University of Gothenburg, for his comments on an initial version of the report. I am greatly indebted to Roger Tanner who translated the Swedish report into English. Last but not least, I owe a debt of gratitude to my wife and co-author Anita, who collated all the replies to the questionnaire and compiled an initial version of this report as a thesis on Swedish for immigrant education. The preparation of this little book has involved us in many rewarding discussions.

This report is dedicated to all the bilingual or multilingual pupils in Swedish compulsory schools who are valiantly struggling to master English as their third or fourth language in order to make further progress at school and in working life.

Gothenburg, July 7, 1982, (August 17, 1981)

Torsten Lindblad

Senior Lecturer, Head of the Project

TERMINOLOGY

For the benefit of the reader not familiar with the Swedish school system a number of terms used in this report will be briefly explained.

The nine-year compulsory comprehensive school is divided into three levels, each of three years. These are referred to as the junior (or lower), middle, and senior (or upper) levels.

There is a national curriculum which all schools have to adhere to. The goals and objectives as well as the time schedules are laid down by parliament and have the status of law. When the present study was undertaken the Curriculum of 1969 (in Swedish: Lgr 69) was used; as from 1982 the new Lgr 80 has been introduced. Adjustments of the time schedules necessary in the teaching of immigrant pupils have to be approved by the National Board of Education in accordance with government directives.

English as a foreign language is introduced in grade 3 (or, more recently, in grade 3 or 4 according to local decisions). It is studied for seven years in the comprehensive school. At senior level there are two different courses that the students are free to elect: general course (an easier study course) and special course (the more difficult one).

A second foreign language, known as "language B", can be studied at senior level. This can be French or German (in some areas Finnish). In the upper secondary school a third language, "language C", can be elected.

Immigrant children are taught in different kinds of classes. The following terms are used in this context:

- The pupils can be individually integrated in an ordinary Swedish class.

When this happens she/he is given auxiliary or remedial instruction in Swedish as a foreign language, Swedish AFL, for as long as this is considered necessary. The pupil is also given individual tuition in the mother tongue in various subjects. Remedial instruction can also be given in English.

- Whenever possible preparatory classes are organized for a limited period, usually for children with many different first languages, before they are sent over to a regular Swedish class. Sometimes single-language preparatory classes can be arranged, i.e. classes in which the pupils share one common language.
- Home language classes are similar to the last-mentioned kind of class but they are usually arranged for longer periods of time: for three years throughout junior level or for six years including middle level. In a few cases such classes have been kept together for all nine years of compulsory school. These classes are also referred to as "single-language classes" or "mother tongue classes".
- Composite classes consist of roughly equal numbers of Swedish pupils and immigrant pupils, usually with the same first language.

Immigrant pupils are usually taught by ordinary Swedish class teachers. They also meet a home language teacher for two or more hours per week to study the home language and to be taught various subjects in that language. In home language classes all or almost all instruction is in the first language. Specialist Swedish AFL teachers are used wherever there are such teachers. An increasing number of teachers have studied Swedish as a foreign language at university for about a year and have got, among other things, a thorough grounding in contrastive linguistics.

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BACKGROUND

Introduction

During the past ten or fifteen years, Sweden has become an "immigration country" in a previously unexperienced way. On average, roughly one compulsory school pupil in thirteen has immigrant antecedents. (Bulletin SCB 1979:16 from the Central Bureau of Statistics put the average percentage of immigrant pupils for Sweden as a whole at 7.8.) In some municipalities, e.g. Olofström and Södertälje, more than one pupil in four has a home language other than Swedish, while in some northern Swedish municipalities with large Finnish-speaking populations, the figure is about 50 per cent. This large-scale immigration has enriched Swedish society in many ways, but of course it has also entailed a number of problems - linguistic, cultural and social. Many of these problems have yet to be solved.

The public discussion in recent years, not least in the school sector, has centred round the language situation for immigrant pupils. Children are entitled to instruction in their home language, and remedial teaching in Swedish as a second language is compulrory if the teacher judges it necessary. Researchers and teachers are divided concerning the right moment at which to begin Swedish lessons and concerning the scope of home language lessons and other instruction in the home language. One problem which has not attracted very much attention so far - and quite naturally so, since it has nothing like the same proportions as the question of the first two languages - concerns immigrant pupils' study of English. As a rule, English is the immigrant pupils' third language (in exceptional cases it may even be their fourth), whereas for monolingual Swedish children it is the second language. Needless to say, the problem of English also hinges on whether the child's home language is related to or very different from English.

The project "Immigrant Pupils and Their Study of English" is aimed at elucidating certain of these problems. This project in turn constitutes a minor part of the SPIN Project ("Language Tests and Educational Programmes for Immigrant Pupils" at the Department of Educational Research in the University of Gothenburg). We have chosen to entitle this report, dealing with a questionnaire survey conducted in the autumn of 1980, "*Learning a Third Language*", in order to emphasize that we are concerned here with the problems of bilingual or multilingual pupils. There are bilingual pupils who are not immigrants, and there are immigrant children who for one reason or another are not bilingual. (Another advantage of referring to bilingual pupils instead of immigrant pupils is that other children can be termed monolingual, reagrdless of their language, instead of "Swedish children"; most immigrant pupils are also "Swedish children" in the sense of having been born in Sweden, being Swedish citizens and perhaps not speaking any other language but Swedish.) Usage varies in the present report and often adheres to popular convention, despite the authors' scepticism on this point. Thus for the sake of simplicity we generally speak in terms of immigrant pupils and Swedish pupils respectively, though we trust that this usage will change.

Ambitious goals have been set for Swedish immigration policy. It seems reasonable to infer from the goals defined concerning 'freedom of choice' and 'equality' that immigrant pupils must not be prevented from going on into the upper secondary school and later into higher education by, for example, shortcomings in what we commonly call "the first foreign language", i.e. English.

In its action programme for immigrant affairs, entitled *Invandrarna och utbildningsväsendet* (Immigrants and the Educational System, 1979) and commonly known (from its Swedish abbreviation) as HINVA, the National Board of Education put forward certain proposals concerning the teaching of English in the compulsory school (pp. 42-45). Part of the purpose of the questionnaire described here is

to investigate the extent to which these proposals are supported and have been implemented by the schools taking part.

Adjusted time schedules

Many immigrant children coming to Sweden at compulsory school age attend some form of preparatory class for a longer or shorter period of time. Classes of this kind can comprise children with various home languages (Swedish preparatory classes) or children sharing a single mother tongue. Classes of the latter kind are termed 'home language classes' or 'single-language classes' or, more recently, 'mother tongue classes'. (It would, in fact, be more apposite to reserve the term "single-language class" for purely Swedish classes, since immigrant children always study their home language and Swedish in these classes. "Bilingual class" or "class for bilingual pupils" would be the most relevant terms. Strictly speaking, the term "mother tongue class" is also rather unsatisfactory, since all Swedish classes are also mother tongue classes. Since the term "home language" is official and generally accepted, "home language class" seems preferable if one wishes to avoid talking about "classes for bilingual pupils".) It is fairly obvious that in classes of this kind, adjustments and modifications have to be made to the time schedules in the Compulsory School Curriculum. Adjustments of this kind require special permission, which in turn is dependent on a series of provisions and regulations.

In a letter of 26th February 1979 to the Government, the NBE requested general permisson for municipalities wishing to provide home language instruction in single-language groups to make adjustments to the time schedules for the junior and intermediate levels of compulsory school. In a Government Ordinance of 21st June 1979, published in the NBE Regulations (SÖ-FS 1979:133), the

Government made provisions concerning "expermimental time schedule adjustments for home language instruction at the junior and intermediate levels of compulsory school". In an appendix to this Ordinance it was stated, among other things, that "special measures are to be possible in order to facilitate English studies by immigrant children" (pp. 3-4). The experimental scheme is to cover the years between 1979/80 and 1981/82, and one of the thirteen questions which the Government wanted answered in the report was the following (no. 8): *"What effects can various arrangements concerning the English studies of immigrant pupils have on the level of proficiency on completion of grade 9?"* The NBE subsequently issued certain regulations (SÖ-FS 1979:194) concerning the experimental activities. Point 4, para. B, of a memorandum of 3rd December 1979 entitled "Outline of measures relating to timetable adjustments for home language instruction" deals with the teaching of English. The same memorandum also enumerates the municipalities selected for participation in the experimental activities. (Concerning the participating municipalities, see the chapter headed Survey groups, below.) Previously, on 8th November 1979, the NBE had written to the local education authorities of the 30 municipalities selected, explaining the procedure for the experimental activities. The questionnaire study described in the present report formed part of the work described in that letter.

Further to the above remarks concerning the Government assignment, we may mention that the Riksdag, in a letter of 23rd June 1976 (rskr 1975/76:391), had already commissioned the NBE, among other things, to "chart problems and describe measures which can be taken to facilitate English studies by immigrant pupils in grade 3" (point C 3).

The findings obtained in the first major questionnaire survey, which involved the collection of a host of statistical and other background data, have been

presented by the NBE in a preliminary interim report dated 20th August 1980 (Skolöverstyrelsen 1980).

The task given the SPIN Project

The project leader of the then scheduled but not yet inaugurated SPIN Project, Torsten Lindblad, Senior Lecturer in English and head of a group of research projects within the Department of Educational Research, University of Gothenburg, was contacted in December 1979 by Educational Consultant Bror Andered, who wished to know whether the project could take part in the Government assignment concerning English studies. (Other specific questions were referred to Gunnar Tingbjörn, Senior Lecturer in the University of Gothenburg and head of the SPRINS Project.) Lindblad outlined a possible survey strategy concerning the study of English in a preliminary memorandum dated 19th December 1979 which later formed the basis of an interim report given to the NBE on 20th August 1980 (Lindblad, 1980).

In this interim report the assignment is discussed and attention is drawn to a number of difficulties. Firstly, it is observed that as things now stand it is hard to gauge the effects of different time schedules on the pupils' proficiency at the end of grade 9, because so far very few, if any, of the pupils with adjusted schedules have completed their compulsory schooling. On the other hand measurements of the pupils' proficiency in, say, grade 6, do not appear very meaningful, because their language proficiency on leaving school will, of course, be affected by a large number of factors. It is, however, suggested in the report that the knowledge of English possessed by immigrants pupils in grade 8 should be investigated by the collection of standardized achievement test results. This was done in the spring of 1981, and the results are now be-

ing reported on. At the same time various other background data were collected which can help to shed light on the linguistic situation of immigrant pupils. Concerning levels of language proficiency, Lindblad also stresses that study achievements are of course bound to be influenced by many other factors besides time schedule arrangements, so that there would appear to be little point in attempting to isolate the effects of adjusted time schedules.

The second point discussed in Lindblad's memorandum of 20th August 1980 is the difficulty of defining who should be considered an "immigrant pupil". The writer stresses the obvious fact that pupils referred to as immigrants may in fact be very differently placed where English studies are concerned. Firstly, one can distinguish between pupils who were born here and pupils who migrated here. This distinction roughly corresponds to the division made in the HINVA programme, which mentions (p. 43) two main groups, viz. those who come to Sweden and start compulsory school in grades 2-9 and those who start in grade 1 (and who, for the most part, have been born in this country). It is worth pointing out that nowadays roughly 90 per cent of immigrant pupils in the compulsory school are natives of Sweden. Even within the group of pupils immigrating to this country, one has to distinguish between those who come to Sweden, say, at preschool age and those who come here during the intermediate and senior level years. Furthermore, the child's home language also has to be taken into consideration: a child speaking a Germanic or other Indo-European language is likely, on the whole, to encounter less difficulty than children speaking a completely unrelated language.

Thirdly, the memorandum refers to the self-evident fact that study achievements also vary a great deal among Swedish pupils and that such differences are often relatable to differences of socio-economic background and to differences of study aptitude in other respects. Where immigrant pupils are concerned, it can

ba hard to distinguish inferior results due to the pupil coming from a bilingual or multilingual environment and those due to lesser aptitude in general.

Summing up, the 1980 interim report counsels against the uncritical collection of "hard data" in the form of test results which could be used to give a straightforward but assuredly none too reliable answer to the Government's question. Instead it is proposed that previous research be reviewed to see what predictions can be made on this basis concerning effects. It is also proposed that a questionnaire survey be undertaken to chart the experience of teachers and headmasters, and that standardized achievement test results be collected.

Thus the Government's assignment has been handled in such a way that an answer will be given on the basis of two surveys. The present report deals with the result of the questionnaire survey. A report to be presented in August, 1982, will contain the results of the collection of standardized achievement test results together with certain background data. The question asked is simple and straightforward. The answers which can be given will be more discursive and vague but should nonetheless convey a better picture of what can reasonably be said concerning this complicated problem than a reply based on a minor sample survey involving a purely cognitive test.

A minor grant has been made available to the project team for the discharge of the present assignment. Otherwise this work (undertaken in consultation with Division L 3:1 at the NBE) has been judged classifiable as a (previously unscheduled) part of the more wide-ranging SPIN Project.

Learning a third language

As has already been made clear, the subject of the inquiry is the proficiency in English possessed by immigrant pupils at the end of compulsory school. This is a question of equality and justice: are immigrant pupils excluded from upper secondary school, or certain lines of upper secondary school, and therefore also from certain types of higher education, because of deficiencies in their command of English? As work has progressed, it has become increasingly clear that the problem, of course, stems from the fact that immigrant pupils as a rule have an "extra" language to work with. They have to build up a command of Swedish as their second language, while at the same time preserving and expanding command of their mother tongue. If English is then added while they are still only 10 years old and before they have had time to consolidate their hold on the other two languages, they can be expected to run into greater difficulties than the monolingual child. Considering that there are immigrant pupils who, for various reasons, do not speak their parents' mother tongue at all (and therefore are not really bilingual), and also that there are native minorities which, while not being immigrants, are nonetheless bilingual and can therefore reasonably be expected to run into the same problem as bilingual immigrant children where English is concerned, we have chosen to entitle this report Learning a Third Language.

There is a great deal of international literature on bilingualism, and also a certain amount of trilingualism. The latter term generally refers to a situation where children are surrounded by three languages, as for example in Switzerland and the Netherlands, or in certain immigrant families where parents come from different countries. This is a kind of spontaneous trilingualism. (See, for example, Oksaar, 1978.) What we are concerned with is the problem of the third language, i.e. the problem posed by the addition of a third language, as a school language, for children who are spontaneously bilingual. This quite speci-

fic problem, which again differs from the problem facing children when the second foreign language is introduced in school (e.g. German or French at the senior level of compulsory school in Sweden), has, to our knowledge, attracted no attention in previous surveys or literature. This situation naturally resembles that confronting immigrant children in other countries where a foreign language is introduced in the school timetable, and it is likely to be encountered by many pupils with a bilingual upbringing in Canada, for example, when a foreign language is added. At present, however, we are unable to make any references to other research.

It may be worth pointing out in this context that schools do not have any special resources at their disposal for helping bilingual pupils with their English studies. If extra support is needed, funds have to be taken from the so-called "auxiliary resource", and different solutions are practised in different schools.

We can round off this background description by noting that the EPÅL (English at Junior Level) Project at the Department of Education, Uppsala University, in which a study was made of the effects of a very early commencement of English studies, did not reveal any negative effects on immigrant pupils in grade 6. These pupils did not display a lower average level of cognitive achievement than the corresponding Swedish pupils. So far these are the only empirical findings on which a reply to the Government's question can be based, and it is hard to say how representative the EPÅL findings are in this respect. The nationwide collection of standardized achievement test results for practically all immigrant pupils in grade 8 will furnish more reliable information on this point.

SURVEY GROUPS

When the experimental scheme of adjusted time schedules was being planned at the NBE, it was decided that thirty municipalities would be invited to take part. A number of municipalities with large immigrant populations, i.e. with more than the national average proportion of immigrant pupils (7.8 per cent in week 45 of 1978), was selected, together with a somewhat smaller number of municipalities having a mean value somewhat below the national average in this respect. As stated in the above mentioned NBE report of 20th August 1980, the experiment came to include 31 municipalities, 19 of which belong to what is termed "stratum 1" and 12 to "stratum 2". The total number of immigrant pupils taking part in home language instruction in these municipalities was 13,327 + 1,916 = 15,243, or about 36 per cent of all the pupils taking part in home language instruction in compulsory schools (pp. 3-4).

Concerning the questionnaire on English studies, it was decided in consultation with the NBE that no complete survey was necessary. Nor was it judged necessary to make a random sample. There was no question of compiling "hard data" which could then be generalized, according to the rules of statistics, to apply to the whole population. The questionnaire was intended to convey a general picture of perceived problems and attempted solutions. Following discussions with the relevant officials at the NBE, it was decided, on a subjective basis, that about twenty school management districts ("headmasters' areas") should constitute a large enough sample to give sufficiently complete answers to the prespecified questions on the strength of differing experiences. In order to simplify the contact procedure, it was also decided that these school management districts were to be selected from 6 or 7 municipalities with large immigrant pupil populations out of the 31; the 6 or 7 districts were to come from both strata and were to be geographically dispersed.

Bearing in mind that a certain non-response was to be expected - the questionnaire would take quite some time to complete and would have to be administered on a voluntary basis - 8 municipalities were selected from stratum 1, i.e. municipalities with large immigrant populations, and 3 from stratum 2. These municipalities were Borås, Eskilstuna, Kiruna, Köping, Stockholm, Södertälje, Värmdö and Västerås, plus Luleå, Lund and Norrtälje. They were selected partly on account of the amenability and interest displayed and also because different types of municipality ought to be included.

Since different municipalities have different rules concerning contacts with research projects, letters were written to the chief education officers concerned (see App. 2), asking them to contact three headmasters in the municipality in the manner which they found appropriate and to request them to complete the questionnaire. Sufficient copies of a covering letter to headmasters/directors of studies (see App. 3) and the interim report/memorandum of 20th August 1980 (see App. 4) were enclosed for the school management staff who were approached to be able to see what the survey was concerned with.

In the municipalities which were contacted there were altogether 11,572 immigrant pupils receiving home language instruction, i.e. over 75 per cent of those taking part in the experimental activities or more than a quarter of all such pupils in Sweden. Since only three school management districts per municipality were asked to reply to the questionnaire, the replies represent considerably smaller proportions of the country's immigrant pupils.

For various reasons, the letters to the chief education officers were dispatched later than intended, on 22nd October 1980. The response was highly positive, answers being received from no less than 26 school management districts in 10 municipalities. Practically all the answers indicate active interest in the

problems concerned. Most cases of non-response were due to misunderstandings or to the recipients not feeling that they had time to answer the somewhat lengthy questionnaire.

The 26 school management districts whose replies form the basis of the presentation of findings in this report thus do not comprise a random or (in the strictly statistical sense) representative sample of municipalities in Sweden with large and small immigrant populations. On the other hand, we feel that they shed useful light on the problems broached in the questionnaire and on the various efforts which have been made to overcome those problems. There is no point in computing percentages and saying that if 6 or 7 school management districts gave a certain reply, this corresponded to the opinion of a quarter of the country's school management districts. On the other hand this may indicate a view which is held by many people and which may need attention.

Thus the survey is not the random sample variety; it is an exploratory inventory of problems. We consider the number of replies received to be sufficient to this end, and it is in fact greater than we had expected.

DESCRIPTION OF THE QUESTIONNAIRE

The questionnaire used for the survey described in this report was composed as a result of the proposals put forward by Torsten Lindblad, first in December 1979 and then in the memorandum of 20th August 1980. The problem areas were defined and the questions formulated in several stages, primarily by the project leader and Educational Consultant Åsa Andered and partly in consultation with Educational Consultant Bengt Djurstedt. The questionnaire form has been reprinted as App. 1 of this report. The reasons for adopting the questionnaire rather than a direct measurement of language proficiency at this stage has already been discussed.

The questionnaire deals with five problem areas. Apart from a few introductory questions concerning background information about the school and the types of classes occurring, as well as a concluding point devoted to the summarization of viewpoints, the following five areas are dealt with: time schedule questions, remedial instruction, the success achieved by immigrant pupils (subjectively assessed), and questions concerning methods and teachers.

Questions concerning time schedules naturally occupy the focal point of the NBE investigation, which by definition relates to adjusted time schedules. We know from the NBE report of 20th August 1980 (though we did not know as much when the questionnaire was constructed) that in 6 out of 17 cases of time schedule adjustment in grade 3, English has been deferred (p. 18), that there are only isolated instances of English being allotted more than 2 teaching periods of 40 minutes per week (ppw) in grade 4 (ibid) and that the number of periods allocated in grade 5 varies between 0 and 5 (p. 19). Generally speaking, deviations from the Curriculum time schedules appear to be small. One question which arose when charting the first problem area was whether English as a

teaching subject was experienced as a difficulty at all. The questions also included which persons had been involved in changes, how information about changes had been provided, what had been the most important reasons and what information had been gained. As regards reasons, the intention was to try to see whether the respondents preferred to postpone English studies or make other alterations to the time schedule because it would be in the pupils' best psychological interests to avoid stress, for example; whether there were purely linguistic considerations involved concerning interference phenomena and suchlike; whether social factors had been taken into consideration; or whether decisions had hinged entirely on considerations of timetabling scope.

Since, as has already been mentioned, no special resource is available for increasing the number of English periods for immigrant pupils, the second problem area comprised questions concerning remedial or auxiliary instruction. We wanted to know whether any extra instruction had been given at all, and if so on what scale (for example, the number of periods given to a pupil coming to Sweden at grade 6 age so that he can catch up with classmates who have already been studying English for some years), which type of teacher provided the auxiliary instruction and how it was organized. We also wanted to shed light on three conceivable ways of solving the problem of English: using the auxiliary resource to give the pupils extra tuition so that they can catch up with the others; introducing English in grade 7 on the same lines as German or French as the second foreign language for Swedish pupils (which could solve the resource problem); or a total exemption, i.e. exempting the pupil from English all the way through compulsory school and admitting him to upper secondary school on Swedish and home language credits. The subsequent solution of the problems of children possibly granted exemption (for example, through the introduction of English as a third foreign language in upper secondary school) was not included in the questions. The idea was to investigate whether schools were at all interested

in this third alternative. We may add that the three conceivable solutions of possible problems are mentioned in HINVA (p. 45) and that the purpose of including them in the questionnaire was to canvass opinions on these proposals.

The Government assignment involved studying effects on the level of proficiency after grade 9 and thus on the further educational prospects for immigrant pupils. As has already been discussed, there are a number of problems involved in testing language proficiency. As part of our efforts to chart the success of bilingual pupils in their English studies, the questionnaire was made to include a third problem area comprising questions about teachers' subjective assessments of the success of immigrant pupils. Those who believed themselves to have observed difficulties were asked to attempt an explanation. Were the problems due to English being the third (and not the second) language, were they due to English being less closely related to the home language than to Swedish, were they due to the lack of contrastively designed teaching materials adapted to the special problems of the individual child, or were they due to teachers lacking a knowledge of and about the pupil's language? These very comprehensive questions could in their own right form the basis of major research studies. The intention was to obtain a subjective statement of opinions on these points. In this connection questions were also asked concerning whether immigrant pupils tended more often than Swedish pupils to take the so-called "general" (easier) course, whether their tendency to go on to upper secondary school is thought to be influenced by their proficiency in English, and what marks they obtain.

The fourth problem area concerned methods. It had been stated in HINVA that "the activating method" used in teaching beginners was such that "immigrant pupils cannot be considered disadvantaged in relation to children whose native language is Swedish" (p. 43). We wanted to shed light on this statement also. Two other major issues raised concerned which teachers should be responsible

for instruction - home language teachers with a knowledge of the children's mother tongue (but possibly with less knowledge of English) or Swedish teachers - and the part which ought to be played by a contrastive approach. These two are important and difficult questions to which only subjective answers can be given here. Underlying the proposal that English should be taught by the home language teacher is the idea that methods must be bilingual (and thus not confined to the direct method) and/or contrastively designed (which could apply to a pure direct method). The importance of the English teacher having good contrastive preparedness, just as the teachers of Swedish as a second language ought to have it (which has rightly been pointed out by everybody concerned with the training of such teachers, e.g. Tingbjörn, 1981 and Hammarberg, 1981), has been stressed by Sölve Ohlander in two highly interesting articles (1980, 1981) which, however, were not available when the questionnaire was compiled. The methods area was also made to include questions concerning teaching materials, pupils immigrating at comprehensive school age and special language groups.

The fifth and final problem area once again included questions concerning teachers. The main question is: ought Swedish teachers who are qualified to teach English be given training which among other things includes contrastive problems in roughly the way described by Ohlander in his articles, or should home language teachers be trained and authorized to teach English?

The questionnaire study described here was conducted in the autumn of 1980. The last replies were received in March 1981. In quite a considerable number of cases, schools were contacted by telephone for supplementary data or elucidations. In connection with the collection of English standardized achievment test results in grade 8, which took place early in June 1981, all pupils - both immigrant pupils and pupils having Swedish as their native language - were asked to supply data concerning their parents' schooling (as documentation on

which to base an assessment of social background). The immigrant pupils were also asked for particulars concerning their linguistic situation and for a self-estimate of their Swedish language proficiency. The design of this questionnaire will be described in a subsequent report, which will also deal with the outcome of the standardized achievement tests. This report will appear in September 1982.

COLLATION OF REPLIES TO THE QUESTIONNAIRE

A. Background information

As can be seen from table 1, the school management districts taking part in the questionnaire survey have large immigrant populations. The average proportion of immigrant pupils in the survey group is about 21 per cent, which is above the national average (the latter being 7.8 per cent in week 45 of 1978 according to the NBE report of 20th August 1980, Interim Report on Experimental Activities with Adjusted Time Schedules).

Home language classes are most common at junior level (41 of 417, i.e. 10 per cent approx.) and less common at senior level (only 4 classes out of 216). Composite classes, on the other hand, are commonest at intermediate level. The largest number of preparatory classes occurs at senior level. (See chapter on Terminology above.)

Table 1: Number of pupils and classes in participating school management districts.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Total	
1) Appr. no. pupils in districts, grades 1-9	666	1005	818	614	506	900	1050	660	450	638	570	471	570	1367	705	664	913	1070	716	1487	820	540	842	779	1218	1354	21393	
Appr. no. im.pupils:																												
j. level	65	77	-	69	50	47	90		20	31	91	47	-	168	23	30	30	199	100	51	80	140	97	120	86	60	1771	
i. level	65	24	-	116	96	82	50		20	33	103	39	-	153	15	12	45	178	69	86	60	59	82	95	70	60	1612	4711
s. level	-	99	-	-		107	-	-	25	28	-	-	90	57	-	2	37	261	175	59	-	-		245	63	80	1328	
2) a) Total no. classes in districts:																												
j. level	20	16	22	14	13	12	28	15	9	11	14	13	-	30	24	7	12	18	7	23	21	15	19	12	24	18	417	
i. level	20	12	19	16	13	13	17	19	8	11	12	10	-	21	21	6	16	12	6	20	17	7	18	8	16	16	354	
s. level	-	17	-	-	-	15	-	-	8	9	-	-	21	13	-	22	13	16	13	18	-	-	-	16	13	20	216	
b) No.single lang. home-lang.classes:																												
j. level	2	1	3	3	3	2	1	1	1	-	-	-	-	1	3	3	1	3	-	-	2	3	-	6	-	-	41	
i. level	-	-	1	3	2	3	-	-	-	-	-	-	-	1	1	1	2	3	-	-	-	-	-	2	-	-	19	
s. level	-	-		-	-	1	-	-	-	-	-		-	-	-	-	-	3	-	-	-	-	-	-	-	-	4	
c) No.comp. classes:																												
j. level	-	-	-	-	-	-	-	-	-	1	3	1	-	1	-	-	-	-	-	-	-	-	2	-	-	3	11	
i. level	-	-	-	-	-	-	1	2	-	2	3	1	-	1	-	-	-	-	-	2	2	2	1	-	-	2	19	
s. level	-	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	10	
d) No.prep. classes:																												
j. level	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	4	2	-	-	-	} 1	-	1	-	8	
i. level	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-	-		1	1	-	6	
s. level	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-	-		3	1	-	7	

B. Questions concerning time schedules

Question 3: *Has English been regarded, in connection with time schedule changes, as a particularly difficult or important problem requiring attention?*

17 *Yes*
8 *No*

It is stated in the comments on this question that interference has been observed between English, Swedish and the home language. Some respondents feel that two foreign languages in grade 3 make things difficult. English has been postponed to grade 4, and in an occasional case to grade 5 (see further question 4). One difficulty is that, more often than not, "an individual plan of action and follow-up of the same" are needed in the immigrant group.

Question 4: *Which time schedule solutions have been tried for individual pupils? If there is a wide variety, please give a few examples. A short commentary concerning nationality and arrival in Sweden will be appreciated.*

Eighteen school management districts replied.

The introduction of English is postponed one or more terms in 11 districts. English is introduced in grades 4-6. Immigrant pupils arriving at intermediate level age start beginner's English in grade 6 or sometimes not until grade 7.

The reduced number of periods or the postponement of English is offset in various ways, for example by means of small groups and a reduced course, by means of auxiliary instrucion and intensive training or English together with pupils from a lower grade, by means of individual tuition and English via the home language in the case of newly arrived pupils.

At senior level, English has in a few cases been replaced by the home language; this applies to Finnish-speaking and Spanish-speaking pupils who were of senior level age when they came to Sweden.

Question 5: *Give examples of successful and not-so-successful time schedule arrangements, with a short commentary.*

Examples of successful time schedule arrangements:

English starts in grade 5, and the pupils make up for this by means of auxiliary English lessons in grade 6. A good solution for a senior level school with many pupils has been to timetable English lessons parallel in the various grades and organize homogeneous groups with resource teachers (for instance, with one group doing grade 5 English, another doing grade 6 English and so on).

One successful experiment in a composite class has involved "common mathematics all the way from grade 4. The pupils have then had 2 ppw together and 3 ppw in a Finnish and Swedish group respectively, and in this way English teaching periods have been made available to a Finnish teacher."

Three school management districts report that English lessons in a class with various language groups being taught together were a failure.

In one district mental disturbances among the pupils have made it impossible to adhere to the time schedules.

Question 6: *When time schedule arrangements for English were being dealt with [questions such as when should studies begin? how are the periods to be allocated? and what total cuts can be made?], which people within the school and possibly outside it took part in the discussion and/or the decision making?*

14	*the pupils themselves*
18	*the parents*
22	*the class teachers*
11	*the English teachers*
6	*teachers of other subjects*
21	*the school management*
13	*the local education authority, viz:* _____
3	*the county school board*
	the language teaching INSET adviser
1	*the NBE*
	researchers, viz: _____
4	*an immigrant organization, viz:* _____
4	*others, viz:* _____

Twenty-two school management districts replied to this question.

In all cases, class teachers and school management (one exception) took part in discussions and decision making. Parents were consulted in 18 cases and pupils in 14 of the school management districts.

In the 13 cases where the local education authority took part, it was represented by board members (5), the headmaster responsible for immigrant education (3), the education officer in charge of the teaching department or the headmasters' conference.

Finnish immigrant organizations were approached in four districts and appear to have been in favour of the proposed time schedule alterations. In one case a home therapist was consulted, because the greatest problems appeared to be of a psychological nature.

Question 7: *What sort of information has been supplied to pupils and parents, and what reactions have there been? For example, has the school proposed a normal or an amended time schedule, and have reactions been positive or negative?*

Twenty-four school management districts answered this question.

A normal time schedule has been "presupposed" in three districts. Many parents have no opinion of their own and rely on the teachers. In eleven districts there have been positive reactions to an amended time schedule. In two districts where there was a move to delete English, very negative reactions were met with because parents regard English as a "high status language". (One of these districts replied in the negative to point 3.)

The pupils' attitudes to an amended time schedule with less English and more home language and Swedish appear to have been positive to begin with. When the pupils feel a little more confident about Swedish, however, they are very anxious to start English (often earlier than the teachers judge suitable), which is credited with high status.

Question 8: *Which reasons have been considered most important when making alterations to time schedules (psychological, social, linguistic reasons, timetabling factors, declared preferences etc.)?*

Twenty school management districts replied to this question.

Several districts have indicated several or all five of the suggested alternatives. Nineteen districts have considered linguistic reasons very important, as against 7 for social problems and 5 for psychological problems. Preferences expressed by teachers, parents, pupils or immigrant organizations have prompted time schedule alterations in 9 districts. Only 2 districts have attached importance to timetabling factors.

Question 9: *What are the main positive experiences derived from the time schedule alterations according to teachers, pupils, parents and school management? (Please indicate any differences between various language groups.)*

Seventeen school management districts replied to this question.

The main positive experiences are that time schedules can be adapted to the pupils' aptitudes, so that they have time to stabilize their Swedish before starting English; that English can be started at the right juncture and level; that there are more teachers in the class and that the class can be divided up into smaller groups.

Assyrian/Syrian pupils are considered in need of special attention.

Question 10: *What are the main negative experiences or the biggest problems?*

Fifteen school management districts answered this question.

Following up and monitoring the making good of what the pupils missed as a result of the time schedule alterations are the main difficulties (7 districts). The pupils have to work hard because very heavy demands are made on them. Timetabling problems can occur, especially as regards planning several years

ahead and arranging suitable instruction for a particular pupil or group. Newly immigrated pupils in grades 7-9 have difficulty in acquiring sufficient knowledge to cope with subsequent schooling.

In addition, several parents and pupils regard English as a "high-status language" and often want English studies to begin earlier than the teachers judge suitable.

C. Remedial instruction

Question 11: *Have auxiliary English lessons been provided in any form?*

17 *Yes*
7 *No*

If so,

(a) *On how large a scale (min., max., average)?*

1-5 ppw

(b) *Who has taken the lessons (home language teacher, class teacher, English teacher)?*

(c) *How have the lessons been arranged (on a parallel basis, on a preparatory basis, as an intensive period, points particularly concentrated on etc.)?*

Question 11 b: replies from 17 school management districts.

In most schools, auxiliary teaching is conducted by several different teacher categories, e.g. home language teachers, remedial teachers, class teachers, resource teachers, English teachers (particularly at senior level) and Swedish AFL teachers (as well as the headmaster and director of studies "as part of their teaching duties").

Four districts, however, report home language teachers only and 2 report Swedish AFL teachers only.

Question 11 c: Teaching has been organized on a parallel basis only in 5 districts, on a parallel and intensive basis in 4 (with intensive tuition particularly for new immigrants), on a parallel and preparatory basis in 2 districts, on an intensive and preparatory basis in 2 districts and using all the enumerated variations in 2 districts.

Question 12: *What arguments are there for and against the following three conceivable ways of solving the problems that immigrant pupils may encounter with English?*

a) *Remedial instruction using the auxiliary resource.*

b) *English as the second foreign language from grade 7 (comparable to French and German for monolingual Swedish pupils).*

c) *Exemption (i.e. from the stipulation of command of English for upper secondary school entrance); what consequences and problems can this be expected to entail?*

Question 12 a: replies from 14 school management districts.

Six districts find remedial instruction with the aid of the extra, so-called auxiliary resource (money to be used by the school for special purposes) preferable because it "provides an opportunity of giving help when and where it is most needed".

Three districts are both for and against the use of the auxiliary resource. They favour "a separate group, a reduced study course and a faster rate of progress". These three districts present the same argument against using the auxiliary resource as the five which only argue against it, namely that less of the resource is left over for other purposes. They feel that the auxiliary resource is insufficient anyway. Extra English lessons should be financed out of other resources.

Question 12 b: replies from 12 school management districts.

Four districts argue entirely against English as the second foreign language (instead of French or German, using the resources for these languages) from

grade 7. The arguments put forward are that this would segregate the pupils and cause difficulties after compulsory school.

Five districts have found arguments both for and against English being treated as the second foreign language. One argument in favour is that there would be less strain on pupils who have not yet had time to stabilize their Swedish.

Two districts have put forward arguments in favour of English as the second foreign language. They feel that it would be "an excellent solution for pupils immigrating at intermediate level age" and one district feels that this seems "sensible (Wouldn't certain Swedish pupils also benefit from a deferment of English?)".

Question 12 c: replies from 16 school management districts.

Nine of these districts thought that exemption should be included in the range of options, but half the respondents feel that a general exemption would be unfortunate. The pupils' post-secondary educational opportunities would be reduced, and special treatment could make immigrant pupils feel inferior. Pupils and parents who attach importance to English studies could take a negative view of such an arrangement. Another problem is that it can be difficult to decide when an exemption should be allowed.

Available solutions referred to include the following: English to be introduced as the third foreign language in the upper secondary school and Swedish as the second foreign language in the comprehensive shool, introductory courses for immigrant pupils, not only in English but also in other subjects, extra help for students in theoretically oriented lines of upper secondary school and beginner's English for pupils in special immigrant classes in that school.

D. How well do immigrant pupils succeed with English?

Question 13: *There are practically no exact measurements of immigrant pupils' command and knowledge of English compared with that possessed by Swedish pupils. What is your subjective assessment, within your school management district, of the skills and particular difficulties of immigrant pupils? Please indicate any differences between language groups.*

Twenty-two school management districts replied to this question.

Most of the replies reflect a favourable attitude towards English lessons for immigrant pupils. Many replies show that the difficulties which occur are overcome to some extent because "the pupils are mostly positive and well-motivated".

Eight districts feel that "there is not much difference in the end product". Six feel that those who are good at Swedish are also good at English, while pupils below the average level mix the two languages. This category should perhaps also include the two districts taking the view that immigrant pupils have every prospect of doing well if only they are allowed a slower rate of progress.

Only four districts feel that immigrant pupils do less well at English than Swedish pupils. (Three of these districts are situated in the same town.) One of these districts states that "the average pupil does not appear to have the ability to acquire even an elementary knowledge of English, because he is fully occupied with his home language and Swedish". (The same district gave a negative reply to question 3!) Replying to question 14, concerning reasons why "a lower level of achievement is considered to be reached by immigrant pupils", these four districts have given social and educational reasons, plus problems connected with the teachers' ignorance of the pupils' mother tongue.

To sum up: Children who immigrated early and have a good command of Swedish do not appear to have any problems with English; they "describe the same curve" as Swedish children. Support is evidently needed by children of low ability and/or

children who immigrated late. These children are considered in need of assistance from home language teachers in order to learn English via the home language, or else a postponement of English is judged necessary until they have a firm command of Swedish.

Pupils belonging to the Assyrian/Syrian and Spanish (Latin American) language groups are considered to have special problems.

Question 14: *If immigrant pupils are judged to have a (somewhat) lower achievement level in relation to their individual aptitudes than their Swedish classmates (there is naturally a wide variation of proficiency among both Swedish and immigrant children), what do you consider to be the most important reasons for this?*

18 *educational: they already have their home language and Swedish to deal with, and English makes one more problem*

13 *linguistic: English is more difficult for them than for Swedish pupils, because of less affinity, difference of written language etc.*

8 *lack of suitable teaching materials: existing ones are intended for Swedish pupils etc.*

16 *problems due to the teachers' ignorance of the pupils' mother tongue and of the nature of their difficulties*

9 *general social problems of various kinds*

4 *miscellaneous, viz:* "Most Swedish pupils can get help at home, while extremely few immigrant pupils can".

Twenty school management districts replied to this question.

Many districts include several of the alternatives and maintain that they are all adequate. Educational factors are important (18 districts), followed by the teachers' ignorance of the pupils' mother tongue (16 districts).

Thirteen districts feel that linguistic factors account for the poorer results. General social problems can also play a part (9 districts). Lack of suitable teaching materials can be troublesome ("especially to pupils with a deficient knowledge of Swedish").

Question 15: a) *What is the approximate percentage of all grade 7, 8 and 9 pupils in your school management district taking the "general" (i.e. easier) English course?*

b) *What is the approximate percentage of immigrant pupils?*

Fourteen out of 26 districts have senior level classes. One of these schools has only two immigrant pupils, and three districts did not reply to the question. The answers received from the remaining ten break down as follows.

Table 2

Percentage of pupils taking the "general" English course	1	2	3	4	5	6	7	8	9	10	Average
Grade 7 all pupils	40	35	35	22	23	27	36	35	52	23	33
immigrant pupils	100	35	0	76	11	15	37	45	55	20	39
Grade 8 all pupils	40	50	27	32	25	55	43	35	56	29	39
immigrant pupils	100	50	33	71	23	40	51	43	63	35	51
Grade 9 all pupils	30	50	24	40	36	83	33	44	49	38	43
immigrant pupils	100	50	25	43	33	55	38	57	58	40	50
Approx. total no. immigrant pupils in school management district	107	25	210	90	57	37	261	175	245	80	Total 1287

Immigrant pupils tend on average to choose the general English course more often than Swedish pupils. The differences between the choices of the two groups in each district are usually small, but there are a few cases where they are large.

In grade 7, the percentage of all pupils varies between 22 and 40 while that of immigrant pupils varies from 0 to 100. The percentage of all pupils in grade 8 varies between 25 and 55 and that of immigrant pupils in the same grade between 23 and 100. The corresponding maximum and minimum figures in grade 9 are 24-50

and 25-100 respectively. The variation is thus much wider in all grades among immigrant pupils.

In answer to a telephone inquiry concerning possible reasons for immigrant pupils tending more often than Swedish pupils to opt for the "special" (more difficult) course, school no. 5 stated that immigrant parents, whose own schooling has often been deficient, are very ambitious concerning their children and want them to have as thorough an education as possible. The special course is rated "better".

Question 16: *If immigrant pupils with an adjusted time schedule do less English than Swedish pupils, this is liable to affect their choice of course programme in the upper secondary school (and with it, looking further ahead, their higher education opportunities). Have you had any experience of this and do you have any remarks to make? Has this been an educational counselling problem in grade 9?*

This question was answered by seven school management districts. Two of them have not had any adjusted time schedules. Two others report that time schedule adjustments have not caused any educational counselling problems in grade 9.

Problems have been caused in three districts: "Many immigrant pupils automatically opt out of programmes for which the 'special course' is required." English is not a problem in its own right where these pupils are concerned.

Question 17: *What do you do about English marks for immigrant pupils? A recently reported study in Malmö suggests that immigrant pupils' marks are no lower than those obtained by Swedish pupils. Do you have the impression that they are? Is any special allowance made for their difficult starting situation and are they to some extent treated as their own norm group, so that marks are not altogether comparable? Do they usually take standardized achievement tests?*

This question was answered by 21 school management districts.

There are 6 districts where no marks are awarded for English because no marks are awarded at all at junior and intermediate levels.

In those cases where immigrant pupils are integrated in the class, they are entirely included in the normal marking routine (14 districts).

Newly arrived pupils are assessed individually, or if they have been in a special immigrant group they constitute a norm group of their own (8 districts). In this case they can, for example, be given a note in their grade 9 leaving certificate to the effect that they have studied English up to and including grade 7. These pupils do not always take standardized achievement tests.

Four districts answered the question whether they felt that immigrant pupils came lower in terms of marks. Only one district felt this to be the case.

> Question 18: *The HINVA programme (p. 43) states, concerning early English teaching, that the use of "the activating method" means that immigrant pupils cannot be said to be "disadvantaged in relation to children whose native language is Swedish". Have you encountered problems among immigrant pupils already in grade 3, and what measures have you taken or would you like to take and recommend?*

Twenty-four districts replied partly or completely to this question somewhere in the questionnaire, e.g. points 3-5.

The majority reply that immigrant pupils are placed at a disadvantage and that they often confuse Swedish and English if they start English in grade 3 (15 districts).

In 14 districts English is started in grade 4 instead, and one district takes the view that it might be a good idea for English to begin later still.

No problems are reported from singe-language immigrant classes (3 districts), nor do any problems occur if the pupils have a good command of Swedish (4 districts).

Measures which have been taken and are recommended include auxiliary instruction (preferably by home language teachers), teaching in smaller groups, the

exemption of individual pupils and "halved lesson time" (which probably means twice as many lessons of half the normal duration).

E. Methods

Question 19: *One point of discussion has been whether English should be taught by home language teachers so that the instruction (insofar as it is not monolingual) can proceed via the home language, the latter thus being used as an auxiliary language for English teaching. Has this been practised? If not, has it been considered a disadvantage? If it has been practised, has it worked well?*

Twenty-four school management districts replied to this question.

Most of the districts (10) where home language teachers have taught English are satisfied with the arrangement, though some hesitancy transpires from the following remarks: "If the home language teacher knows English"; "Good thing to start with";"Good thing in grades 4-5"; "Perhaps".

Those districts which have not had home language teachers think that it would be desirable (7 districts), though again with certain reservations, e.g.: "Up to and including grade 4 and for newly arrived pupils". In three districts the home language teachers have not been competent to teach English.

Two districts feel that it is unrealistic for English teaching to be entrusted to home language teachers. One reason is that in municipalities with large immigrant populations representing perhaps 30 different home languages, there would be enormous timetabling problems if all these language groups were to be given parallel English periods. Another reason given is that extremely few home language teachers are qualified to teach English.

To sum up: Comparing the questionnaire replies to this question and questions 24 and 25, one finds that the majority are in favour of teaching via the home language, particularly in junior classes, for low achievers and for newly

arrived pupils who have not yet mastered Swedish. Many take the view, however, that the pupils should have made sufficient progress in Swedish for the latter "to be ahead of the English they have to learn before they start English lessons". The more Swedish the pupils know, the less imperative it becomes for English to be taught via the home language.

If the pupils first consolidate their Swedish properly, therefore, this will obviate the great practical problems liable to result from a possible decision that home language teachers are to be responsible for the teaching of English (training requirements, parallel timetabling of classes etc.).

> Question 20: *In the training of teachers of Swedish as a foreign language, great importance is attached to the study of contrastive grammar, i.e. comparisons between languages (home languages and Swedish). The ordinary Swedish teaching of English always includes a contrastive approach (even if teaching is purely monolingual), because the teacher knows the pupils' language and appreciates their difficulties. Similarly, in the teaching of English to immigrant pupils, a "contrastive preparedness" could be useful or necessary. Have teachers experienced a need for in-service training in this connection? Has the matter been discussed? What, if anything, has been done?*

Nineteen school management districts replied to this question.

In seven of the replies to the questionnaire it is expressly stated that INSET would be valuable for teachers taking immigrant pupils for English. Three districts have discussed these problems and have arranged their own meetings within the districts and at county level. One or two districts have held conferences with Swedish AFL teachers and home language teachers on the subject of phonology and syntax. In another district the home language teachers have supplied contrastive surveys of their home languages and Swedish on study days. The difficulty, however, is to find time for all home languages if, for example, there are 30 different home languages in one and the same school management district.

In 10 school management districts the question has not been discussed. In one district all immigrant pupils attend home language classes.

One conclusion to be drawn from the answers received appears to be that the NBE should supply short contrastive surveys of Swedish and the home languages occurring in schools, and that these should preferably be compiled with a view to English teaching as well. These surveys could then be used in in-service training of home language teachers and Swedish teachers of English at all levels of compulsory school. Most home language teachers lack the training to be able to prepare a survey of this kind themselves and then explain it to their Swedish colleagues (cf p. 48 below).

Question 21: *What teaching materials have been used - Swedish materials or materials from the various countries of origin? What needs have been found most pressing - grammars, wordlists, teachers' guides, texts, pictures etc.?*

Twenty-four school management districts replied to this question.

Thirteen respondents state that they have used Swedish teaching materials. Five have used both Swedish and Finnish materials. Three have used Finnish teaching materials only. No other home language is mentioned in connection with the teaching materials used.

Only seven replies to the questionnaire include desiderata concerning additional teaching materials. Above all the respondents call for suitable texts and wordlists in various languages. One senior level school calls for reading passages which are not too childish. One respondent reports "great need for everything".

Question 22: *Perhaps the greatest problems concern pupils coming to Sweden after grade 3 when Swedish pupils of their own age have already been studying English for a longer or shorter period. What have you done about pupils of this kind as regards time schedules, auxiliary instruction and methods? Please state any differences between language groups.*

Nineteen school management districts replied to this question.

Pupils coming to Sweden after grade 3 have been given auxiliary instruction either individually or in groups (9 districts), and 3 districts have also made

time schedule adjustments. Another solution to the problem has been to defer the teaching of English until Swedish has been consolidated and to start beginner's English, for example, in grade 6 or 7 (5 districts), sometimes with the aid of the home language teacher in a small group, a faster rate of progress and a basics course. One district has timetabled English lessons at the same time in grades 4-6 at intermediate level and allowed the pupil to study with the most suitable lower grade.

One respondent refers to the importance of ensuring continuity of instruction.

Question 23: *Have any immigrant groups run into particularly serious problems owing to linguistic background, the absence of English studies in their countries of origin etc.?*

This question was answered by 21 school management districts.

The Assyrian/Syrian immigrant group appears to have the biggest problems with English (5 districts). The reason given in two replies is that these pupils have not studied English in their country of origin. The same has applied to certain pupils from Eastern European countries. The only other group mentioned is Spanish-speaking refugees from Latin America.

Four districts reply that they have not encountered these problems, and seven state that they have observed no difference between immigrant groups in this respect.

Two districts find the question difficult to answer because they have so many home languages (25-30), but they presume that things are "more difficult for language groups with great differences regarding alphabet, orthography and pronunciation".

F. Teachers

Question 24: *Which teachers have taught (are teaching) English? Please indicate any differences between language groups in this respect.*

This question was answered by 23 school management districts.

Eight districts reply that home language teachers have taught English (one district with the rider "as far as possible"). Class teachers in single language classes have also taught English "via the home language" (3 districts).

Class teachers and home language teachers have shared responsibility for this teaching in four districts.

In Swedish junior and intermediate level classes, the Swedish class teacher has taught English (11 districts), often assisted by an auxiliary teacher, e.g. a remedial teacher, an English teacher, a headmaster or director of studies (6 districts). Swedish AFL teachers are referred to in two replies to the questionnaire.

Where senior level classes are concerned, most respondents have stated that a "senior-level English master" is in charge of teaching.

Question 25: *What do you consider the best long-term solution regarding English: for the home language teacher to be trained to teach English and take charge of this teaching or for the Swedish teacher to be given the necessary training in contrastive grammar and linguistics to take charge of it? A combination of the two or different arrangements at different levels?*

This question (which partly touches on the same problems and elicits the same answers as question 19) was answered by 23 school management districts.

Eight districts feel that the best long-term solution would be for the home language teachers to be trained to teach English and put in charge of this teaching. (These 8 districts include the 4 which, in reply to question 13, feel that immigrant pupils do less well than Swedish pupils in English.)

Four districts feel that the best idea is for Swedish teachers to be given further training in contrastive grammar and linguistics. "Integration" is the reason given for this opinion.

Some respondents feel that both Swedish teachers and home language teachers should be given the training they need in order to teach English (6 districts).

Various combined solutions are proposed: a) Junior and intermediate level English in an ordinary Swedish class can be taught by the class teacher or the home language teacher, depending on training. b) At senior level, English should be taken by a Swedish teacher with contrastive training. c) The home language teacher first, then a Swedish teacher who has undergone furher training. d) Home language teachers and Swedish AFL teachers in grades 4-5.

One district feels that efforts must first be concentrated on recruiting teachers trained for Swedish and home languages, i.e. qualified home language teachers, before bothering about whether or not they are to teach English.

Remarks: Comparing questions 25 and 19, one finds that the teacher question presents no problems if the pupils have a good command of Swedish. This also applies to home language classes where the class teacher has good proficiency in English.

On the other hand, newly arrived pupils and pupils whose Swedish is weak are judged in need of assistance from home language teachers with their English.

C. Remarks

Question 26: *What in your opinion most urgently needs to be done where English for immigrant pupils is concerned?*

The following suggestions were received in response to the final question in the questionnaire.

a) Start English in grade 4 at the earliest (7 districts)

b) Consolidate Swedish first (3 districts)

c) Sufficient resources for parallel auxiliary teaching (3 districts)

d) English should be less rigidly stipulated for upper secondary school; special groups should be set up in upper secondary school to give immigrants a chance of further studies, and introductory courses should be arranged for entrants so that they can start English in upper secondary school (3 districts)

e) English should be taught by home language teachers (2 districts)

f) Extra resources in grade 4, small groups (2 districts)

g) Local long-term planning for individual pupils and for groups (2 districts)

h) Different requirements for immigrant pupils and Swedish pupils (1 district)

i) Home language classes (1 district)

j) Second foreign language status at senior level (1 district)

k) Contrastive grammar courses for English teachers (1 district)

SUMMARY

The purpose of the questionnaire survey reported on here has been to elucidate the problems which may be associated with the study of English by immigrant pupils in the comprehensive school. One aim was to canvass the opinions of a number of schools on certain of the proposals put forward by the NBE in the HINVA programme and by broadening the relevant documentation to bring about a more balanced discussion. According to a number of previous surveys (including those undertaken as part of the EPAL project, Holmstrand, 1980), the proficiency levels are not generally lower among immigrant pupils than among corresponding Swedish pupils.

The questionnaire was completed by 26 school management districts in 10 municipalities included in the NBE investigation concerning adjusted time schedules. On average, these districts had much larger immigrant populations (21 per cent approx.) than the country as a whole (about 8 per cent). About 10 per cent of junior level classes were home language classes. The number of such classes was appreciably smaller at intermediate level and very small at senior level. These figures suggest that there is no point at present in measuring proficiency at the end of compulsory school to study the Government's question concerning the effects, at the end of grade 9, of different types of class and of various time schedule adjustments; very few pupils as yet have attended home language classes all the way through compulsory school. Besides, the time schedule adjustment scheme only applies to junior and intermediate levels, and applications for general adjustments at senior level have been turned down.

The replies to the questionnaire

Questions concerning time schedules. Most of the respondents regard the introduction of English as a problem meriting attention where immigrant pupils are concerned. Most districts feel that it is premature to start English in grade 3, and they advocate postponement until grade 4 or 5. Special measures are of course needed in the case of pupils coming to Sweden at, say, intermediate level age. Generally speaking, the respondents feel that the question should be decided on an individual basis and that it is important for Swedish to be thoroughly consolidated before the pupil starts English. Considering that the proportion of bilingual pupils at junior level today is probably at least 10 per cent and is increasing all the time, the viewpoints thus expressed should be incorporated in the general discussion of whether English should start in grade 3 or, as has now been made possible under the new Compulsory School Curriculum (*Lgr 80*), deferred until grade 4. Viewpoints concerning various aspects of junior level English are discussed in detail by Lindblad (1981). We may mention that Gothenburg, a municipality with a relatively large immigrant population, has fixed the commencement of English studies, with effect from the 1981/82 school year, for grade 4 in practically all school management districts.

Where individually adjusted time schedule alterations are concerned, reference is made to the difficulty of following up and monitoring the amount of instruction received by the individual pupil. According to the IEA surveys (Carroll, 1975), for instance, it is the total teaching time, not primarily its apportionment between a given number of years, that affects educational achievement. Therefore it is important that adjusted time schedules should entail merely a chronological redeployment of English lessons and not a numerical reduction.

Where senior level is concerned, reference is made to the value of parallel English lessons for many classes, which makes it possible for separate immigrant

pupil groups to be organized without any other special measures being required. This too can be viewed in relation to the general debate on pupil groupings at senior level and experiments with "flexible groupings" of various kinds instead of a division into general and special courses (cf. Lindblad, 1981). Here again, the opportunities of catering for the interests of immigrant pupils should be one of the arguments to be included in a discussion concerning the best possible way in which teaching can be organized.

The replies to the questionnaire indicate that most discussions concerning time schedule alterations have taken place within the individual school. It is only in exceptional cases that the county school board, the NBE or immigrant organizations have been consulted. What is more surprising, only half the schools report that the English teachers (i.e. the senior level subject teachers who ought to be the school "subject experts") and the local education authority have taken part in decision making. The pupils themselves and their parents have, of course, been consulted, and one is struck by the fact that in many cases they have wanted English to start at an earlier juncture than the class teachers have recommended; English seems to carry a certain amount of status, and the immigrant pupils are unwilling to deviate from their Swedish classmates.

Time schedule alterations have mostly been prompted by language difficulties and not by timetabling problems. Some respondents state (without giving reasons) that special difficulties have been encountered by the Assyrian/Syrian group and also, in certain cases, by Spanish-speaking pupils from Latin America. (Possibly it is more difficult for these pupils than for others to get help at home, and there may conceivably be social and psychological factors involved as well.) It is quite natural that pupils who are well into compulsory school age when they come to Sweden should find the going heavier, and also that teaching should pose a particular problem in mixed language groups. It is recommended in one or

two cases that pupils should be allowed to take their home language instead of English at senior level and that this should be credited for upper secondary school admission.

Remedial instruction. Many districts regard remedial instruction as a good solution, particularly for newly arrived pupils. Help can be given "when and where it is most needed". Many feel, however, that it is wrong to take periods from the general, so-called auxiliary resource, which is needed for other subjects. A special English resource is called for. At present between 1 and 5 ppw remedial instruction is being provided in 17 of the school management districts. One way of economizing on the auxiliary resource has been to timetabe English lessons parallel in several grades so that pupils can visit a lower grade whose English is on the right level.

The idea of making English the second foreign language at senior level (i.e. "language B", comparable to French or German for monolingual Swedish pupils) has only been commented on by half the schools, probably because not all of them have senior level grades. Only one school seems expressly in favour of the idea, and our impression is that this possibility has not been tested or considered. This point will probably require further deliberations by the NBE in consultation with teachers' associations and immigrant organizations, and a detailed study should be made of the few places where the idea has been tested.

The same probably goes for a possible exemption from the stipulation of English for upper secondary school admission. Many of the respondents have not answered this question, and half of those who have done so are apprehensive concerning the future consequences for the pupils, e.g. an impairment of higher education prospects. A general waiver of the English requirement for late arrivals, for instance, is not considered desirable. It is pointed out that English is an

international "high-status language" and that it is needed for higher studies. If exemptions are made, the admission qualifications for higher studies will have to be reviewed. An investigation will also have to be made concerning when, by whom and on what grounds exemptions are to be awarded. These viewpoints tally quite well with the ideas expressed in the HINVA programme. One school recommends that Swedish be made a second foreign language for immigrant pupils and English introduced as a third foreign language in upper secondary school; this would perhaps be conceivable primarily for pupils in home language classes.

Remedial instruction is undoubtedly the principal method recommended among the various arrangements suggested for solving the special difficulties of bilingual pupils where English is concerned.

How well do immigrant pupils succeed with English? According to most of the replies to the questionnaire, immigrant pupils generally do well at English. A large number of school management districts maintain that there is no appreciable difference between Swedish children and immigrant children "at the end of the line". This view tallies with the findings obtained in the EPÅL Project and in certain studies of immigrant pupils' marks compared with those gained by native Swedish children. Many of the difficulties which crop up are overcome to some extent as a result of the pupils "mostly being positive and well-motivated". But good results are not attainable without extra help and support. It is also emphasized that there is a close connection between achievement and knowledge of Swedish; pupils with a firm command of Swedish, e.g. immigrant children born in Sweden, have no trouble with English either. Only four districts (three of them in the same municipality) maintain that immigrant children have difficulties and achieve poorer results.

Problems are observed among low-ability pupils and, quite naturally, among those who are already of school age when they come to Sweden. If these pupils are to

succeed, their English studies must be deferred and they must be helped by home language teachers. The main reasons for difficulties are thought to be educational and linguistic (the pupils already having two languages to wrestle with), added to which the teachers do not know the pupils' home languages and cannot understand their problems. Other reasons - which, however, are rated less important - are the lack of suitable teaching materials and the fact that many immigrant children have more difficulty in getting help at home because their parents do not know English.

The tendency for immigrant pupils to opt for the "general" or the "special" course at senior level is one yardstick of their success and of their higher education prospects. Bilingual pupils tend on average to opt for the (easier) general course rather more frequently than Swedish-speaking children (39% and 33% respectively in grade 7), but figures vary a great deal from one school management district to another, and there are some districts where the immigrant pupils taking the special course outnumber the Swedish pupils doing so. The limited number of schools with senior level classes renders these figures uncertain. More reliable data will be available when the material collected in June 1981 concerning the standardized achievement test in grade 8 has been processed.

The transition from grade 9 has not been experienced as a problem, nor are the English marks gained by immigrant children thought to be generally inferior to those gained by Swedish pupils.

We know from other surveys (e.g. Balke-Aurell & Lindblad, 1980) that performance varies immensely within a single grade and that there are clear relations between school achievement in general, e.g. success in English, and socio-economic background. We also know that the social class distribution of immigrant children differs from that of the total national school population. So far we know little

about the success achieved by immigrant pupils if underlaying factors are kept "under control" (which can be done by various statistical methods or, putting it simply, can be done by limiting one's comparison to children from the same type of social background). It is to be hoped that the processing of the standardized achievement tests will shed some light on this question. According, however, to the subjective assessments in the questionnaire, immigrants appear as a rule to do well in English, except that those who have difficulty with Swedish also have difficulty with English.

Methods. By which teacher category should immigrant children be taught and in which language? The replies to the questionnaire do not yield any clear-cut answer to these questions. Children born in Sweden and any children with a firm command of Swedish do not appear to have any difficulty in following the regular English lessons together with their classmates, taught by the Swedish teacher. Late arrivals and children with special difficulties (e.g. psychological and social difficulties), on the other hand, may need the assistance of a home language teacher in order to learn English via their home language. This is particularly emphasized regarding beginners' instruction in grades 3-4 and as regards low achievers and late arrivals. This frequently recurring viewpoint can be compared with the remarks made in HINVA to the effect that the "activating method" should prevent special problems from arising. Either this is a fallacy or else the type of method alluded to is not being used (or again, perhaps the situation is being misjudged and the problems exaggerated). Further inquiries should be made on this point, for example in the form of classroom observations and interviews with experienced teachers.

The respondents feel that teaching should be organized on a contrastive basis and that the teachers therefore need "contrastive preparedness", i.e. a knowledge of the structural differences between English and the home language (just

as teachers of Swedish as a second language need to know about differences in relation to Swedish, a topic now included in the Swedish AFL teacher training courses provided by several universities). Some school management districts have organized in-service days at which home language teachers have given contrastive surveys of their languages and Swedish, but the respondents take the view that it is difficult to find time for all home languages (up to 30 altogether) on these occasions, added to which, not all home language teachers are trained for this kind of work.

One sort of answer to these proposals, a way of enhancing the general preparedness of teachers for coping with the difficulties of various pupils, was presented by Sölve Ohlander of the English Department, University of Gothenburg, in an article published in the journal *Moderna Språk* and entitled "What is practical grammar?" (Ohlander, 1980, 1981). He begins by quoting the English philologist H.E. Palmer (1917) to the effect that "The first and most important qualification of the ideal teacher is a thorough knowledge of both the foreign language and the student's native tongue". Ohlander stresses that the teaching of "the traditional school languages", which primarily means English, German and French, now faces a completely new situation as compared to only 15 years ago. At least 130 languages are now represented in Sweden, and in twenty years' time "it is estimated that every third pupil in Swedish schools will have a bilingual background" (Tingbjörn, 1980).

Ohlander argues that "what the perfectly ideal language teacher in school today needs is therefore a kind of *multicontrastive competence*", and he also maintains that even if - as stated in many of the replies to the questionnaire - it is difficult for the individual teacher to achieve this sort of thing, "this should be the general aim of teacher education". He quotes and endorses Gunnar Tingbjörn, who says that one of the important training objectives for teachers of Swedish

as a foreign language must be "contrastive preparedness for both anticipated and unanticipated encounters between the target language - Swedish - and various first languages" (Tingbjörn, 1979, cf. Tingbjörn, 1981). Ohlander maintains that the same objective should be set for teacher education concerning other target languages besides Swedish. He proposes that all prospective language teachers be given a "tailor-made" 5-credit course in contrastive grammar, preferably administered by the departments of general linguistics (op. cit., p. 10). It should be emphasized that the "preparedness" advocated by the two researchers quoted here does not imply an ability on the teacher's part to enumerate or describe all the difficulties which a pupil with a certain linguistic background encounters or is liable to encounter. Rather it implies an inculcation of awareness that errors and difficulties are not random phenomena but can be explained systematically. A teacher with this preparedness can then learn to identify problems and find explanations and thereby to work out solutions. Schools would like to see more contrastive descriptions of the kind which have already existed for a number of years for ten languages (Finnish, French, Italian, Japanese, Portuguese, Russian, Serbocroatian, Spanish, Czech/Slovakian, and Hungarian; see, for example, Hedin, 1973, and Saanila, 1976). Contrastive descriptions of this kind should also deal with problems in relation to English.

The viewpoints discussed here on the basis of the replies to the questionnaire are also expressed by Gunnar Tingbjörn in his recently published book Immigrant Children and Bilingualism (1981): "Not only teachers of Swedish AFL but also teachers of English, German, French, Spanish and other languages should ... acquire knowledge concerning the first languages of immigrant pupils, so as to be able to give their teaching the maximum possible pupil focus" (p. 13; our translation).

One aid which appears to match the desires expressed is the "skeleton grammar" advocated by Ohlander. This is envisaged as a manual for each of the main school languages and would "describe the structure of the target language in relatively general terms as well as supply contrastive information on each individual point concerning the workings, on corresponding points, of at least the main immigrant languages in Sweden" (Ohlander, 1981, pp. 11-12; our translation).

The answers to the questionnaire are unclear concerning contrastively adapted teaching materials. Special English teaching materials appear to be most widely used among Finnish-speaking pupils. Perhaps a closer investigation should be made on this point of the problems of Assyrian/Syrian and Spanish-speaking pupils. There should at all events be no difficulty in finding English textbooks for the latter group. We may add that a survey of "identical" teaching materials published in different countries and adapted, to a greater or lesser extent, to the pupils' mother tongues, was originally planned but had to be cancelled owing to lack of time and funds. This should provide an interesting research assignment for linguists.

Teachers. English lessons at intermediate level are usually taken by Swedish class teachers, sometimes assisted by auxiliary teachers. Quite a few schools, however, put home language teachers in charge of English lessons for immigrant pupils. Opinions vary as to which is the more suitable arrangement - contrastive language preparedness training for qualified Swedish teachers of English or English teacher training for home language teachers. The latter arrangement is considered best for beginners' level. Staffing problems only seem to occur in connection with new arrivals and low performers. Looking somewhat further ahead, the best idea seems to be for both further training opportunities to be provided if poosible. The main thing is not to ignore the problem.

Remarks. Most of the replies to the questionnaire concerning different ways of solving the problems of immigrant children in connection with English - time schedule adjustments, auxiliary teaching, English as a second foreign language and exemption from admission requirements concerning English - indicate that general solutions are not the most desirable ones. Flexibility and freedom of choice are preferred. Different immigrant groups have different problems, as do immigrant children born here and those recently arrived here, children with different social backgrounds and so forth.

The principle of going by the varying needs of individual children for assistance tallies with the sentiments expressed by Els Oksaar, one of the world's leading experts on the situation of bilingual children, in an article entitled "Immigrant Bilingualism", which concludes as follows: "Everybody planning measures of different kinds should pay more attention to individual characteristics and needs than has been done hitherto. There must be different models, there must be a pluralist ideology which does not only take into account the fact that groups differ - which in itself would be a great improvement - but also that individuals, whether they belong to the national population or are immigrants, are also different. One must therefore be very cautious regarding general solutions, particularly educational ones, for children of school age. Researchers do not yet know all the basic factors governing language learning processess." (Published in Ejerhed-Henrysson, 1980, p. 59; our translation.)

The following three remarks, which occur in many of the replies to the questionnaire, furnish a pregnant summary of the most important viewpoints expressed by the 26 school management districts taking part in the survey and should be capable of serving as a kind of guidelines for the work at school when English studies for immigrant pupils are being discussed: (1) Don't start English until grade 4 at the earliest. (2) Make sure that Swedish is firmly grounded before

starting English. (The latter can then be studied more intensively.)
(3) English needs a special resource of its own which can be used to give remedial instruction, at beginners' level perhaps provided by home language teachers. English should be given adequate scope in introductory courses for pupils proceeding from compulsory to upper secondary school. If these three viewpoints are catered for, problems regarding teachers and teaching materials are expected to be less troublesome.

Further activities within the project

This report was formally presented to the NBE at a meeting in August 1981. The grade 8 standardized achievement tests in English which were collected in June 1981 have then been processed. Tests were in principle collected from all pupils in the country. The tests, which are voluntary, were taken by about 80 per cent of grade 8 pupils, and about 80 per cent of these pupils' answer booklets were sent in. Certain data concerning the pupils' marks and concerning the immigrant pupils' command of Swedish on the A-F scale of the curriculum were entered in the booklets by the teachers. The pupils were also asked to complete a short questionnaire concerning home background (parental schooling) and, in the case of the immigrant pupils, their linguistic situation. There was quite a considerable non-response where these supplementary questionnaires were concerned. In one case at least, a municipality with a very large immigrant population refrained from using the questionnaire, in spite of reminders from the NBE. The outcome of the standardized achievement tests among various pupil groups will be presented in a report to be submitted in September 1982.

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Appendix 1

Questionnaire concerning immigrant pupils and their study of English, IN-ENG

22nd October 1980

This is a translation of the questionnaire used.
Space for answers, given in the original,
has been omitted.

GUME project group, SPIN Project
UNIVERSITY OF GOTHENBURG
DEPARTMENT OF EDUCATIONAL RESEARCH

22nd October 1980

To be returned not later than
15th November 1980

Questionnaire concerning immigrant pupils and their study of English, IN-ENG

Handling officer: _____ Date: _____

School: _____

Municipality: _____

Mailing address: _____

Tel. no.: _____ Usually available (times): _____

This questionnaire forms part of a survey entitled Immigrant Pupils and their study of English, IN-ENG, which is being conducted on behalf of Division S1 of the NBE, and is part of the project Language Tests and Educational Programmes for Immigrant Pupils, SPIN, at the Department of Educational Research in the University of Gothenburg. The results of the questionnaire will be collated and reported to the NBE in 1981 for inclusion in a final report to be presented by the NBE in response to a Government assignment.

A Background information

1) Approximate total number of pupils in the school management district in grades 1-9: _____
Approximate number of immigrant pupils at: junior level (JL) _____
intermediate level (IL) _____
senior level (SL) _____

2) a) Total no. classes in the district: JL/IL/SL
b) No. single-language home language classes: JL/IL/SL
c) No. composite classes: JL/IL/SL
d) No. preparatory classes: JL/IL/SL

B Questions concerning time schedules

3) Has English been regarded, in connection with time schedule changes, as a particularly difficult or important problem requiring attention?

Yes/No

Remarks: _____

4) Which time schedule solutions have been tried for individual pupils? If there is a wide variety, please give a few examples. Short comments concerning nationality and arrival in Sweden will be appreciated.

_____

5) Give examples of successful and not-so-successful time schedule arrangements, with short comments.

_____

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6) When time schedule arrangements for English were being dealt with (questions such as when should studies begin? how are the periods to be allocated? and what total cuts can be made?), which people within the school and possibly outside it took part in the discussion and/or the decision making?

____ the pupils themselves
____ the parents
____ the class teachers
____ the English teachers
____ teachers of other subjects
____ the school management
____ the local education authority
____ the county school board
____ the language teaching INSET adviser
____ the NBE
____ researchers, viz: _____
____ an immigrant organization, viz: _____
____ others, viz: _____

7) What sort of information has been supplied to pupils and parents, and what reactions have there been? For example, has the school proposed a normal or an amended time schedule, and have reactions been positive or negative?

_____

8) Which reasons have been considered most important when making alterations to time schedules (psychological, social, linguistic reasons, timetabling factors, declared preferences etc.)?

_____

9) What are the main positive experiences derived from the time schedule variations according to teachers, pupils, parents and school management? (Please indicate any differences between various language groups.)

_____

10) What are the main negative experiences or the biggest problems?

_____

C Remedial teaching

11) Have auxiliary English lessons been provided in any form?

Yes/No If so,

a) On how large a scale (min., max., average)?
b) Who has taken the lessons (home language teacher, class teacher, English teacher)?
c) How have the lessons been arranged (on a parallel basis, on a preparatory basis, as an intensive period, points particularly concentrated on etc.)?

12) What arguments are there for and against the following three conceivable ways of solving the problems that immigrant pupils may encounter with English?

a) Remedial instruction using the auxiliary resource _____
b) English as the second foreign language from grade 7 (comparable to French and German for monolingual Swedish pupils) _____
c) Exemption (i.e. from the stipulation of command of English for upper secondary school entrance); what consequences and problems can this be expected to entail? _____

D How well do immigrant pupils succeed with English?

13) There are practically no exact measurements of immigrant pupils' command and knowledge of English compared with that possessed by Swedish pupils. What is your subjective assessment, within your school management district, of the skills and particular difficulties of immigrant pupils? Please indicate any differences between language groups.

_____

14) If immigrant pupils are judged to have a (somewhat) lower achievement level in relation to their individual aptitudes than their Swedish classmates (there is naturally a wide variation of proficiency among both Swedish and immigrant children), what do you consider to be the most important reasons for this?

____ Educational: they already have their home language and Swedish to deal with, and English makes one more problem.
____ Linguistic: English is more difficult for them than for Swedish pupils, because of less affinity, difference of written language etc.
____ Lack of suitable teaching materials: existing ones are intended for Swedish pupils etc.
____ Problems due to the teachers' ignorance of the pupils' mother tongue and of the nature of their difficulties.
____ General social problems of various kinds.
____ Miscellaneous, viz: _____

15) a) What is the approximate percentage of all grade 7, 8 and 9 pupils in your management district taking the "general" (i.e. easier) English course?

_____, _____, _____%

b) What is the approximate percentage of immigrant pupils?

_____, _____, _____%

16) If immigrant pupils with an adjusted time schedule do less English than Swedish pupils, this is liable to affect their choice of course programme in the upper secondary school (and with it, looking further ahead, their higher education opportunities). Have you had any experience of this and do you have any remarks to make? Has this been an educational counselling problem in grade 9?

_____

17) What do you do about English marks for immigrant pupils? A recently reported study in Malmö suggests that immigrant pupils' marks are no lower than those obtained by Swedish pupils. Do you have the impression that they are? Is any special allowance made for their difficult starting situation and are they to some extent treated as their own norm group, so that marks are not altogether comparable? Do they usually take standardized achievement tests?

---

18) The HINVA programme (p. 43) states, concerning early English teaching, that the use of "the activating method" means that immigrant pupils cannot be said to be "disadvantaged in relation to children whose native language is Swedish". Have you encountered problems among immigrant pupils already in grade 3, and what measures have you taken or would you like to take and recommend?

E Methods

19) One point of discussion has been whether English should be taught by home language teachers so that the instruction (insofar as it is not monolingual) can proceed via the home language, the latter thus being used as an auxiliary language for English teaching. Has this been practiced? If not, has it been considered a disadvantage? If it has been practised, has it worked well?

---

20) In the training of teachers of Swedish as a foreign language, great importance is attached to the study of contrastive grammar, i.e. comparisons between languages (home languages and Swedish). The ordinary Swedish teaching of English always includes a contrastive approach (even if teaching is purely monolingual), because the teacher knows the pupils' language and appreciates their difficulties. Similarly, in the teaching of English to immigrant pupils, a "contrastive preparedness" could be useful or necessary. Have teachers experienced a need for in-service training in this connection? Has the matter been discussed? What, if anything, has been done?

---

21) What teaching materials have been used - Swedish materials or materials from the various countries of origin? What needs have been found most pressing - grammars, wordlists, teachers' guides, texts, pictures etc.?

---

22) Perhaps the greatest problems concern pupils coming to Sweden after grade 3 when Swedish pupils of their own age have already been studying English for a longer or shorter period. What have you done about pupils of this kind as regards time schedules, auxiliary instruction and methods? Please state any differences between language groups.

---

23) Have any immigrant groups run into particularly serious problems owing to linguistic background, the absence of English studies in their countries of origin etc.?

F Teachers

24) Which teachers have taught (are teaching) English? Please indicate any differences between language groups in this respect.

---

25) What do you consider the best long-term solution regarding English: for the home language teacher to be trained to teach English and take charge of this teaching or for the Swedish teacher to be given the necessary training in contrastive grammar and linguistics to take charge of it? A combination of the two or different arrangements at different levels?

G Summary

26) What in your opinion most urgently needs to be done where English for immigrant pupils is concerned?

Appendix 2

Covering letter to the chief education officers of the selected municipalities

22nd October 1980

GUME project group, SPIN Project
UNIVERSITY OF GOTHENBURG
DEPARTMENT OF EDUCATIONAL RESEARCH

Mölndal 22nd October 1980

Our activities within the GUME project group (University of Gothenburg, Measurement and Evaluation Project Group) on behalf of the NBE include a survey of immigrant pupils and their study of English. As an initial stage of this survey we have compiled a questionnaire which is to be sent to some of the municipalities included in the NBE investigation of time schedule modifications. Your own municipality comes under this category. We hope that the questionnaire will be completed and returned by three school management districts per municipality. Since we do not intend basing our inquiry on a random sample of municipalities and schools, we are sending this letter to a number of municipalities which we hope will be interested and willing to take part, and we hope that there are three school management districts in your municipality which will be prepared to reply to the questionnaire.

You are therefore requested either to forward the enclosed questionnaire forms (together with covering letters and a memorandum describing the project) to suitable school management districts or, if you judge it more appropriate, to give us the names of three headmasters or directors of studies whom we can get in touch with ourselves. In the latter event, the enclosed material can be thrown away.

We know that people in schools have a lot to do and that a questionnaire of this kind can cause problems. But we also know that there are schools where people are willing to engage in this type of activity for the pupils' sake. We hope that this somewhat informal method will be viable in the present case.

I gave a brief description of our work at a conference on 25th September at the NBE, at which your municipality was represented. I hope that the person or persons present on that occasion will be able to supply any further information that may be required concerning our work. Otherwise I myself or one of my two assistants, Inga-Britt Holmgren and Staffan Stukåt, will be glad to oblige.

Yours sincerely,

Torsten Lindblad
Senior Lecturer in the University, Head of the Project

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A p p e n d i x 3

Covering letter to the headmasters/directors of studies of certain comprehensive schools
(within the school management districts selected by the chief education officers)

22nd October 1980

GUME project group, SPIN Project
UNIVERSITY OF GOTHENBURG
DEPARTMENT OF EDUCATIONAL RESEARCH

Mölndal 22nd October 1980

To

The headmasters/directors of studies
of certain comprehensive schools

Dear Colleague,

Yours is one of the schools taking part in the investigation concerning modified time schedules for immigrant pupils. The NBE has been instructed by the Government to study a number of topics, including problems connected with the teaching of English and the effects of various time schedule arrangements on the level of proficiency in grade 9. The NBE in turn has entrusted this work, entitled IN-ENG, to the research project Language Tests and Educational Programmes for Immigrant Pupils (SPIN), which is to be inaugurated this autumn at the Department of Educational Research in the University of Gothenburg. We have decided, in consultation with the NBE, to divide this work into stages: a questionnaire survey to obtain answers to certain general questions, interviews, as far as time and resources permit, in order to elicit more detailed information, a review of research in this field and, finally perhaps, the collection of standardized achievement test results. This letter represents the first stage. Some twenty school management districts have been selected, and yours is one of them.

We would therefore like you personally or one or more of your assistants to complete and return the enclosed questionnaire form. It is not quite as formidable as it may appear at first sight, because it includes many blank lines and the questions have been broken down into detailed items which we hope will be fairly easy to answer. In cases where you feel that too much work would be required to say everything worth saying on a topic, please put an asterisk in the margin to show that there is more information to be had. We hope then to be able to phone you, or possibly call on you, for further details. But if everybody puts an asterisk beside every question, we will be in trouble!

We would like to thank you in advance for your assistance, and in due course we will send you the report, to be prepared during the fiscal year, of the answers received. To fill you in on the details of our work, we are enclosing the memorandum which we presented to the NBE at the end of August. We hope to receive your answers to the questionnaire not later than 15th November. If you have any questions, I myself or one of my two assistants, Inga-Britt Holmgren and Staffan Stukát, will be glad to answer them.

Yours sincerely,

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A p p e n d i x 4

Torsten Lindblad

Memorandum concerning English studies for immigrant pupils in the comprehensive school

20th August 1980

Submitted to the NBE on 1st September 1980 from the IN-ENG Project

GUME project group, SPIN Project
UNIVERSITY OF GOTHENBURG
DEPARTMENT OF EDUCATIONAL RESEARCH

Torsten Lindblad

20th August 1980

Memorandum concerning English studies for immigrant pupils in the comprehensive school

Introduction. In an Ordinance of 21st June 1979 concerning experimental time schedule adjustments for home language instruction at the junior and intermediate levels of compulsory school (SÖ-SFS 1979:133), the Government instructed the NBE to issue regulations for this experimentation. Certain regulations were accordingly issued by the NBE in SÖ-SFS 1979:194. The Government assignment includes (point 2.8) an investigation of the question: "What effects can various arrangements concerning the English studies of immigrant pupils have on the level of proficiency on completion of grade 9?" Various measures concerning English for immigrant pupils were already discussed in the NBE action programme, HINVA, pp. 42-45, dated 21st May 1979. The task of studying the effects of various solutions is included as point 4 in the NBE memorandum of 3rd December 1979: Action Chart for Time Schedule Modification Experiments for Home Language Instruction. Some of the measures discussed in HINVA relate to the Government assignment of 23th June 1976 to the NBE, Dnr 2134/76, to "chart problems and describe possible measures to facilitate English studies by immigrant pupils in grade 3".

In December 1979 the present writer was asked, as head of the then scheduled and since inaugurated project Language Tests and Educational Programmes for Immigrant Pupils (SPIN), whether the project could take part in the discharge of the assignment. To provide a basis for further discussions I prepared, on 19th December 1979, a memorandum concerning this work, and a number of meetings were then held during the spring of 1980. In the minutes of 12th May 1980, Dnr S 80:1508, an allocation of Skr 10,000 was made for this work, which is planned as a minor sub-project within the framework of the SPIN Project. This sub-project is entitled Immigrant Pupils and Their Study of English, IN-ENG, and the present memmorandum is an interim report designed to summarize deliberations so far and to suggest further action.

Background. To fill in the background to the measures proposed further on in this memorandum, I will start by quoting various extracts from the above mentioned memorandum of 19th December 1979.

When assessing the effects of various English teaching arrangements on the level of proficiency after grade 9, it seems reasonable, first and foremost, for any measurements to be concentrated on grades 8 and 9. If the commencement of English is postponed, this will naturally have consequences, for example, in grade 6 (the magnitude of those consequences will depend on when studies commence), but any deficiencies then due to the number of periods having been reduced can of course be

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offset by an increased number of periods later on. Thus one can study various organizational models for the teaching of English, but meaningful measurement of the effects is unlikely to be possible until the end of compulsory school. It has been found in other studies, e.g. the IEA study of French teaching in various countries (see Carroll's report), that total teaching time has an important bearing on results but that its distribution between school years is less important. The IEA report suggests that teaching can yield rapid results when it begins later; this report shows that upper secondary school students who have taken French as their third foreign language come above the regression line and those who have taken French as their second language come below it when a study is made of the connection between test results and the duration of studies. Thus we may presume that immigrant pupils receiving fewer than 2+2+4+4+3+3+3 periods laid down in the National Curriculum during their compulsory schooling will display a lower standard of knowledge than comparable Swedish pupils, but on the other hand we may presume that the same number of periods distributed between a smaller number of years will yield comparable results. The accuracy of these hypotheses should be tested.

If we are interested in the standard at the end of compulsory school, an evaluation cannot be undertaken until the pupils have reached grade 9. Since monolingual home language classes have only existed for a few years (possibly with isolated exceptions), so that the pupils concerned are now at intermediate level, meaningful evaluation of the effects of different time schedule arrangements on the level of knowledge in grade 9 would appear difficult.

Further complications can be mentioned. The term "immigrant pupil" is ambiguous. Among other things one has to distinguish between pupils arriving here as immigrants and pupils born here. This distinction is made in the HINVA programme (p. 43). It is probably also necessary to distinguish between pupils coming to Sweden when they are of pre-school age and those who come here, for example, at intermediate-level age. Furthermore, children with different home languages should be studied separately.

The studies which have been made as part of the GUME/Tests project (reported in Balke-Aurell & Lindblad, 1980) and many other studies besides have shown that the students' FL proficiency does grow in compulsory school. Thus increases in language command can be discerned between grades if we consider averages. One also finds very wide variations, however, so that good pupils in lower grades can display achievement above the average for pupils several grades higher, while, conversely, low performers in higher grades come below the average achievement level of pupils several years younger. This is related to a number of socio-economic and psychological factors. This in turn is well known and in no way remarkable, but it illustrates the very great difficulty involved in testing individuals and then, on the strength of the results, deciding whether a pupil is an underachiever in relation to his ability, owing to such factors as a change in the number of periods, for example, or whether his performance corresponds to his true capacity.

The above argument seems to indicate that we need either to test quite large groups of immigrant pupils in order to decide, on some sort of a

group basis, whether they differ in average terms from Swedish pupils, or else to investigate knowledge at individual level and relate it to the known achievements of Swedish pupils and on this basis endeavour to make a pronouncement concerning chances of educational success in upper secondary school. In the latter case it is practically impossible to say anything about the causes of any bad results (e.g. a number of teaching periods differing from what is normal), and it is hard to generalize one's findings. Investigations of the former kind are probably hard to perform at present, for the simple reason that there are too few pupils with a sufficiently uniform background, i.e. sharing the same home language and pursuing the same course of studies.

There would seem to be two expedients to choose from in attempting to answer the question already asked concerning the effects on knowledge of English: (1) Some form of measurement can be undertaken in test form and the results related to various background variables, above all the course of studies and the number of periods. (2) A general review is made of what we know from previous investigations, and on this basis an assessment is made of what probably applies.

The first model can be based either on measurements using specially designed tests or on the collection of standardized achievement test results, primarily from grade 8 but perhaps from grade 6 as well. If standardized achievement tests are used, the results obtained by all immigrant pupils can be collected and analysed (together with the results of as many Swedish pupils as may be thought necessary for a reference group) from the selected municipalities (and possibly from the entire country). If various kinds of background information are added, especially data concerning the way in which English has been studied, different ways of grouping the pupils can be compared in computer analyses, and some sort of answer to the question may possibly be obtained in this way. The problem is that, as far as we know, very few of the pupils who have attended single-language classes and been given heavily modified time schedules have got as far as grade 8. Specially designed tests of various kinds are conceivable, but primarily perhaps for a sample of pupils. If this is done, this test ought preferably to be administered in grade 9, but the problem already mentioned above still applies: most of the "interesting" pupils have not yet got this far. Of course, language command in grade 6 can be analysed with the aid of standardized achievement tests or special tests, but "negative" results will not tell us very much about the future state of knowledge after grade 9. On the other hand, of course, "positive" results indicate that we can also expect good knowledge after grade 9.

The second model would primarily be based on an analysis of previous research touching in various ways on the problems with which we are concerned. Considering what has already been said above, this expedient seems likely to yield equally good information - less concrete and tangible, but on the other hand not subject to the risks of over-interpretation which "hard data" can involve.

Measures proposed. With reference to the above argument and also to deliberations with Educational Consultant Bror Andered, the following action programme is proposed for continuing work.

(1) To supplement the questionnaire (dated 1980-02-15, Dnr S 80:224) distributed by the NBE during the spring, a questionnaire is to be compiled on the teaching of English. A draft questionnaire of this kind is appended to the present memorandum. The questionnaire will be adapted to the extent found necessary following consultations with the NBE during the first half of September. The content of the questionnaire shows which problem fields have been judged in need of elucidation.
(2) The questionnaire is to be distributed to about 20 school management districts in 6 municipalities. This should be done without delay after the discussions to be held at the NBE on 25th September 1980 together with representatives of municipalities whose activities are being evaluated (invitation dated 31st July 1980, Dnr S 80:224). Practical problems concerning the dispatch of the questionnaire can be discussed during the deliberations with the NBE representatives.
(3) The replies to the questionnaire are to be processed during the fiscal year and presented in an interim report not later than 1st September 1981.
(4) If sufficient resources are available, suitable persons (directors of studies, immigrant teachers, home language teachers etc.) will be interviewed in a number of experimental schools so as to shed additional light on problems relating to different English study arrangements for immigrant pupils. These interviews will be presented in the interim report of 1st September 1981.
(5) During the autumn of 1980, discussions will be held with the NBE concerning the possible collection of "hard data" in the form of test results. This could include one or more of the following measures, in the order of priority given here and insofar as resources allow: (a) Results of standardized achievement tests in English in grades 6 and 8 from immigrant pupils and a sufficiently large sample of Swedish pupils in the experimental municipalities. These test results should be supplemented with certain particulars concerning each pupil's English studies. (b) The results obtained by immigrant pupils throughout the country in standardized achievement tests in grades 6 and 8 can be collected. In this case, instructions concerning collection and reporting of test results will be issued by the NBE together with other information concerning the standardized achievement tests. (c) Specially designed tests can be given to immigrant pupils and a sample of Swedish pupils in grade 9. Tests which have already been used in the GUME/Tests Project can be adapted and used relatively easily. There will be no point in this work unless there is a sufficient number of grade 9 immigrant pupils with non-standard courses of studies.
(6) Any test results collected as per point 5 should be processed in different ways. Since collection cannot take place until the late spring of 1981, it will not be possible to include a full account in the interim report of 1st September 1981. It will only be possible for that report to include a description of what has been done, and the outcome should be described in the final report of 1st September 1982.
(7) Deliberations should be held with the NBE during the spring of 1981 with reference to the results emerging from the questionnaire as per point 1. It is impossible to decide now what further measures may then be judged relevant, and the scope of the work will also hinge on the resources available.

As has been made clear in several parts of this memorandum, the work inputs involved by the project will depend on the resources which are made

available. Since the scope of the work has not been defined in detail, no total estimate of expenditure will be presented here. Continued discussion should be held with the NBE concerning the economic frames and the relationship of these activities to other work within the SPIN Project.

By Order

Torsten Lindblad
Senior Lecturer in the University
Head of the Project

The GUME/Tests Project Group

Within the GUME/Tests Project Group at the Department of Educational Research, Gothenburg university, there are a number of projects working for the National Board of Education and the Office of Universities and Colleges. We are involved in the construction, trying-out, administration, and following-up of the standardized tests in English for grades 6 and 8 of the comprehensive school and grade two of the two-year and three-year streams of the upper secondary school (six different tests given to about 300,000 students every year). We also item-analyze and work on the try-out versions of the tests in French and German, using computer programmes produced within the project for these purposes. (One of these computer programmes can handle student-produced answers in a very useful manner.) One of the tasks of the project group is to produce diagnostic tests of various kinds for immigrant children in the comprehensive school at different age levels and different proficiency levels, both in Swedish and in the home languages. Diagnostic as well as graduation tests in English are also produced for teacher trainees at the Swedish colleges of education. Tests in Swedish as a foreign language as well as in some dozen "home languages" (Finnish, Serbo-Croation, Greek, Turkish, Arabic, Syriac etc) are also constructed and administered to bilingual teacher trainees on college entrance. Within the project we work, in close cooperation with the NBE and the OUC and FL teacher colleagues, against a background of language-teaching experience, and linguistic as well as psychometric theory.

The grading system in Sweden is mainly norm-referenced. The tests are often compulsory for the teachers as well as for the students. This means that changes in the testing system and in the techniques used must come about slowly. There is continual work under way on new ways of testing, for example, written and oral production. Before new kinds of tests are introduced on a regular basis, they have to be firmly established and widely accepted among language teachers. A distinction must be made, therefore, between the regular tests given to hundreds of thousands of students every year, and the experiments with new techniques going on continually.

Anyone interested in the work of the GUME/Tests Project Group or the Swedish testing system is invited to contact us under the address Gothenburg university, Box 1010, S-431 26 Mölndal, Sweden. An international exchange of tests and ideas is welcomed.

Torsten Lindblad

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